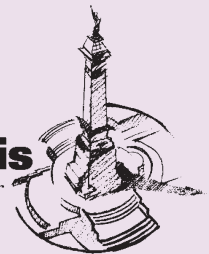


**NOTES ON METHODS  
USED TO GATHER AND ANALYZE  
INFORMATION INCLUDED  
IN THE ACCOUNTABILITY REPORT  
AND SUPPLEMENTAL REPORTS**

**SUPPLEMENTAL REPORT #3**

2006

City of  
**Indianapolis**  
*Bart Peterson, Mayor*



# PARENT, STAFF AND STUDENT SURVEYS

In 2005-06, the Indianapolis Mayor's Office partnered with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, the Center for School Choice at Vanderbilt University, the Network of Effective Small Schools in Indianapolis (NESSI), and the Northwest Evaluation Association (NWEA) on several charter school research initiatives. Consequently, the development of survey content and data collection was a collaborative endeavor: CELL staff developed the content of the parent survey and collected data from the 12 operating Mayor-sponsored charter schools; NESSI, with permission from the Bill & Melinda Gates Foundation, used the content from the Gates Foundation national evaluation of small schools for the student survey; and NWEA developed the content for the staff survey. CELL staff oversaw the data collection for the parent, staff and student surveys, collecting data in all 12 schools between the end of April and the end of June 2006. Sample copies of the parent, staff and student survey instruments are available on-line at [www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm](http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm).

## Parent surveys

Parent surveys took approximately 10 to 15 minutes to complete. Each family was asked to complete one survey even if more than one child from a family attended the charter school. Schools distributed copies of the surveys on-site during parent-teacher conferences, sent them home with students, and handed them to parents and guardians as they dropped off or picked up their students at school. Parents had the option to complete the surveys at home or at school and to return them either to collection boxes at each school or by mail in envelopes CELL provided. CELL set a target response rate of 40%, which 10 of the 12 schools met or exceeded. ■ Chart A contains response rates for each school.

## Staff surveys

The staff survey took approximately 30 to 40 minutes to complete. Staff at each of the 12 schools completed paper and pencil copies of the staff survey. Nearly all staff at each school participated in the staff survey.

## Student surveys

Student surveys took 15 to 20 minutes to complete for students in grades 6–8, and 20 to 30 minutes for students in grades 9–12,

who answered eight more questions than the middle school students. CELL staff gave the surveys to the schools and provided technical assistance as needed for the data collection from the surveys. 76% of eligible students in grades 6-12 completed the survey. ■ Chart A contains response rates for each school.

## Survey calculations

Results were rounded to the nearest whole percentage point, so totals may not always equal 100%. Percent calculations for the three surveys do not include missing or “don’t know” responses.

## Survey analyses and verifications

Dr. Ruth Green, senior fellow for research at CELL, led the overall survey administration. CELL research associates Dr. Zora Ziazi and Dr. Mary Jo Ratterman coordinated the survey data collection and oversaw the scanning and verification of the data for the parent and staff surveys. Dr. Laura Green, an experimental psychologist and research associate with the Research Triangle Institute in Research Triangle Park, North Carolina, completed the analysis of the data.

# A

## PARENT, STAFF AND STUDENT SURVEY RESPONSE RATES

	Parent Survey		Staff Survey		Student Survey	
	Number of Respondents	Response Rate	Number of Respondents	Response Rate	Number of Respondents	Response Rate
21st Century Charter School at Fall Creek	91	47%	21	100%	116	110% <sup>1</sup>
21st Century Charter School at Fountain Square	81	84%	9	100%	116	73%
Andrew J. Brown Academy	161	45%	36	100%	76	88%
Charles A. Tindley Accelerated School	98	50%	17	100%	160	66%
Christel House Academy	90	41%	29	91%	31	69%
Decatur Discovery Academy	39	51%	8	100%	58	60%
Flanner House Elementary School	162	76%	20	100%	34	87%
Indianapolis Lighthouse Charter School	52	30%	23	100%	N/A	N/A
Indianapolis Metropolitan Career Academy #1	26	31%	8	100%	61	69%
Indianapolis Metropolitan Career Academy #2	37	45%	10	100%	67	78%
KIPP Indianapolis College Preparatory	67	49%	9	100%	68	80%
Southeast Neighborhood School of Excellence	54	47%	19	100%	N/A	N/A

Source: All results are from confidential surveys of Mayor-sponsored charter school parents, staff and students administered in spring 2006 by CELL. ■ <sup>1</sup>Based upon available data, the response rate for this school was higher than 100%. The anonymity of the survey prevents tracking specific responses. Therefore, some variation and accuracy in response levels can be expected. The level of student response reflects this variance and may have occurred due to an inaccurate student count or an inadvertent multiple completion of the survey. These discrepancies have had minor and limited impact on the survey results.

# EXPERT SITE VISITS

During 2005-06, teams of experts conducted site visits of all 12 Mayor-sponsored schools in operation.

For schools in their first or second years, teams visited for a full day in January/February 2006 and another full day in April/May 2006. A team also visited the school in its third year in April 2006. During their visits, the teams utilized a protocol developed by CELL that sets forth a detailed schedule for each visit and addresses the overarching questions outlined in the Charter School Performance Framework, including lists of questions to pose to different groups of school stakeholders. Dr. Ruth Green of CELL led the following teams that visited these schools:

- **21st Century Charter School at Fountain Square:** Dr. Kerry Hoffman, Kaaren Rodman, Dr. Steve Tegarden and Dr. Zora Ziazi.
- **Andrew J. Brown Academy:** Dr. Terrence Harewood and Terrence Parker.
- **Charles A. Tindley Accelerated School:** Diana Daniels, Dr. Steve Tegarden and Dr. Sharon Wilkins.
- **Decatur Discovery Academy:** Dr. Gloria Ameny-Dixon, Kaaren Rodman and David Soots.
- **Indianapolis Lighthouse Charter School:** Kaaren Rodman, Lori Shaw and Dr. Sharon Wilkins.
- **Indianapolis Metropolitan Career Academy #1:** Dr. Carolyn Fay, Christa Parrish, Lori Shaw and Susan Zapach.
- **Indianapolis Metropolitan Career Academy #2:** Dr. Terrence Harewood and Dr. Jose Rosario.
- **KIPP Indianapolis College Preparatory:** Diana Daniels, Christa Parrish, David Soots and Dr. Zora Ziazi.
- **Southeast Neighborhood School of Excellence:** David Scott, Lori Shaw, David Soots and Dr. Zora Ziazi.

In addition, Gail Fox participated as a classroom observer for expert site visits. Information regarding members of the site visit teams can be found in the Acknowledgments section of the Accountability Report.

To maintain independent, third-party objectivity, the Mayor's Office staff did not participate in the site visits. The site visit teams conducted classroom observations, held focus groups with school parents, staff and students, and reviewed curriculum- and business-related items. Additionally, the third-year school began a process of self-evaluation prior to its visit, and that school's site visit included activities related to the self-evaluation.

At the end of each visit, the site visit teams provided school leaders and the Mayor's Office with feedback based on their observations. Additionally, at the end of the spring visits, the expert site visit teams provided each school with a written report citing commendations and areas for improvement. The Mayor's Office used the findings in the written reports, along with the other feedback, as the basis for some of the observations on school performance included in this Accountability Report. The Mayor's Office does not participate in the preparation of these reports.

For schools in their fourth year, the Mayor's Office retained SchoolWorks, an educational consulting group, to conduct the reviews. SchoolWorks developed a review protocol, and then placed a team of independent reviewers in each fourth-year school for two-and-a-half days in March/April 2006 to collect and analyze data about each school's programs and practices.

Ledyard McFadden, Founder and President of SchoolWorks, led the team that visited 21st Century Charter School at Fall Creek. Dr. Dennis McKnight, Project Consultant for SchoolWorks and

an experienced teacher and administrator, and Dr. Ruth Green, served on the team that visited 21st Century Charter School at Fall Creek. Megan Tupa, Project Manager for SchoolWorks and an experienced educator, led the team that visited Flanner House Elementary School. Dr. Dennis McKnight served on the team that visited Flanner House Elementary School. Megan Tupa also led the team that visited Christel House Academy. Ledyard McFadden and Dr. Dennis McKnight served on the team that visited Christel House Academy.

The fourth year charter review teams conducted classroom observations, held focus groups with parents, staff and students, and reviewed academic systems and governance structures.

The Mayor's Office used the findings in the fourth year reports, along with the other feedback, as the basis for some of the observations on school performance included in the Accountability Report.

Detailed descriptions of the site visit process and protocol and the fourth year charter review protocol are available on-line at [www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm](http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm).

# TEST SCORE ANALYSIS

## VALIDITY OF NORM-REFERENCED TESTS: NORTHWEST EVALUATION ASSOCIATION MEASURES OF ACADEMIC PROGRESS

Measuring school performance fairly is best done through multiple lenses. The Mayor's Office has determined that it should not only look at the performance of students at a given point in time (such as the performance of students in a given year on the ISTEP+, or ratings based solely on that exam), but also at the growth or improvement of those students over time.

The ISTEP+ measures of proficiency in math and English provide essential information. At the present time, however, it is not possible for the Mayor's Office to track the progress of individual students from year to year on the ISTEP+. Also, because first-year schools had just opened when ISTEP+ was administered in fall 2005, their results did not offer any information from which the Mayor's Office could assess how much children had learned at those schools. Instead, these results provided information about

the starting levels of knowledge and skills of those schools' students.

To ensure that the Mayor's Office, the schools, and the general public are informed about the schools' progress, the Mayor's Office requires charter schools to administer an additional norm-referenced test in both the fall and spring of each year for all students in the 2nd through 10th grades. The test the Mayor-sponsored schools administer is the Measures of Academic Progress (MAP), which is produced by the well-respected Northwest Evaluation Association (NWEA). The MAP is a battery of tests in several subject areas, and is administered under uniform conditions in each subject and grade level, producing scores that can be compared to the average scores attained by students across Indiana and the nation as a whole.

State and national averages for the test enable observers to compare a school's

students to similar students in Indiana and nationally. NWEA developed its norm groups by extensive sampling of student performance across districts from the major geographic regions of the country, the spectrum of district enrollment, and a broad range of socio-economic status. For example, over 2.3 million students are included in the most recent norming group. They are drawn from 5,616 schools in 794 school districts and 32 states, and include 1,942,468 students tested in fall of 2003 and 2004 and 1,818,403 students tested in spring of 2003 and 2004. Within Indiana, NWEA used a norming sample for reading of 323,582 students in the fall and 425,143 students in the spring. In short, the MAP is a sound, nationally- and state-normed test that is representative and recent.

## TEST SCORE ANALYSIS METHODS

In addition to using NWEA's assessments, the Mayor's Office also enlisted NWEA to rigorously analyze changes in school performance from fall to spring in the schools during the 2005-06 academic year. When producing the analysis, NWEA implemented a three-step process for each grade and subject area.

First, NWEA identified students who had taken a particular subject test in both fall 2005 and spring 2006. Students whose growth rates were more than 40 points above or below mean growth were excluded from the analysis. According to NWEA, growth rates this far away from the mean are extraordinarily likely to reflect data entry or other errors rather than actual changes in student

performance over the course of the year. Only 58 out of 3,431 total scores across the three different tests, or 1.7%, were excluded from the analysis due to this rule. Using the remaining students' scores, NWEA calculated the difference between the average spring score and the average fall score by grade and subject area for each school. This difference was deemed the average growth rate for that school in that particular grade and subject.

Second, to provide state and national comparisons, the average growth rates within each subject and grade for a school were compared to the average growth rates for Indiana and the nation as reported by NWEA. A statistical test was

performed to determine if the school's growth rate was significantly different from the state or national average growth rate. If the school's growth rate was significantly larger than the average, the school was deemed to have "gained ground" compared to peers in the state or nation. If the school's growth rate was significantly smaller than the average, then the school was deemed to have "lost ground" compared to peers in the state or nation. Otherwise, the school was deemed to have "stayed even."

Third, NWEA determined what percentage of students in each grade was on track to be proficient by a certain time. This analysis required choosing an outcome of value – for example,

proficiency by a certain grade – and then finding the distance from proficiency for each student and dividing that by the amount of time to reach that level. For example, if a student in 5th grade is 30 points away from the desired outcome of proficiency by the beginning of 8th grade, the student has two full academic years to grow 30 points (6th and 7th grades). The student therefore needs to grow by 15 points each year. This amount is then compared to the student's current estimated growth rate, which in this case is

the growth he or she actually achieved between fall 2005 and spring 2006. As long as the student's current estimated growth rate is at least 15 points, the student is on-track to become proficient by 8th grade. The percentage of students whose growth rate is sufficient to become proficient over time is then calculated for each grade and subject.

The MAP assessment does not have specific proficiency cut points or performance standards, but it does correlate to the ISTEP+ test. For

example, a MAP score of 214 for 8th grade in Language Arts correlates to a level of "Pass" on the ISTEP+ the following fall.<sup>1</sup> These cut points were used to determine whether students were on-track to reach proficiency over time. NWEA projected no more than two years into the future for any given student. Figure B shows how this calculation worked for each grade.

B

EXPLANATION OF HOW SUFFICIENT GAINS CALCULATIONS WERE CONDUCTED  
For Each Grade Level

For students in this grade level...	...the student's 2005-06 growth rate was projected for this many years...	...to determine if the student would be proficient according to Indiana standards by fall of this grade level:
2nd	2	5th
3rd	2	6th
4th	2	7th
5th	2	8th
6th	2	9th
7th	1	9th
8th	0	9th
9th-12th	Calculation not possible for students in these grade levels because NWEA does not provide Indiana proficiency cutpoints beyond 9th grade	

*This analysis was not conducted for any grades beyond grade 8 because NWEA does not yet provide ISTEP+ correlated cutpoints for any grades beyond grade 9. If NWEA makes cutpoints available in higher grades in the future, the Mayor's Office intends to perform a similar analysis for these higher grades.*

## SAMPLE SIZES

■ **CHART C** shows the number of students included in the comparisons of growth rates to state and national

averages. ■ **CHART D** shows the number of students included in the calculation of sufficient gains.

The report only displays results in cases where at least 10 students' results were available for analysis.

<sup>1</sup>For more information, please see the NWEA Report, "A Study of the Ongoing Alignment of the NWEA RIT Scale with the Indiana Statewide Test for Educational Progress (ISTEP+)," September 2005.

## C

# NUMBER OF STUDENTS INCLUDED IN THE COMPARATIVE GAINS ANALYSIS, BY SCHOOL, SUBJECT, AND GRADE LEVEL

	GRADE LEVEL										
MATH	2	3	4	5	6	7	8	9	10	11	12
21st Century Charter School at Fall Creek	26	26	26	27	22	22	17	6	0	0	0
21st Century Charter School at Fountain Square	0	0	0	0	20	18	20	12	17	0	0
Andrew J. Brown Academy	70	68	61	59	43	26	0	0	0	0	0
Charles A. Tindley Accelerated School	0	0	0	0	0	42	45	34	21	0	0
Christel House Academy	50	47	49	40	14	16	0	0	0	0	0
Decatur Discovery Academy	0	0	0	0	0	0	0	34	27	0	0
Flanner House Elementary School	25	34	11	23	15	9	0	0	0	0	0
Indianapolis Lighthouse Charter School	33	30	23	32	0	0	0	0	0	0	0
Indianapolis Metropolitan Career Academy #1	0	0	0	0	0	0	0	19	39	0	0
Indianapolis Metropolitan Career Academy #2	0	0	0	0	0	0	0	19	32	0	0
KIPP Indianapolis College Preparatory	0	0	0	44	47	0	0	0	0	0	0
Southeast Neighborhood School of Excellence	27	15	19	0	0	0	0	0	0	0	0
READING											
21st Century Charter School at Fall Creek	28	28	28	29	24	19	18	6	0	0	0
21st Century Charter School at Fountain Square	0	0	0	0	19	15	21	11	16	0	0
Andrew J. Brown Academy	57	66	55	57	43	27	0	0	0	0	0
Charles A. Tindley Accelerated School	0	0	0	0	0	43	53	38	16	0	0
Christel House Academy	49	45	49	39	16	17	0	0	0	0	0
Decatur Discovery Academy	0	0	0	0	0	0	0	27	25	0	0
Flanner House Elementary School	21	29	13	19	11	9	0	0	0	0	0
Indianapolis Lighthouse Charter School	35	29	23	29	0	0	0	0	0	0	0
Indianapolis Metropolitan Career Academy #1	0	0	0	0	0	0	0	17	44	0	0
Indianapolis Metropolitan Career Academy #2	0	0	0	0	0	0	0	21	33	0	0
KIPP Indianapolis College Preparatory	0	0	0	43	46	0	0	0	0	0	0
Southeast Neighborhood School of Excellence	26	17	18	0	0	0	0	0	0	0	0
LANGUAGE											
21st Century Charter School at Fall Creek	28	26	26	30	27	23	19	5	0	0	0
21st Century Charter School at Fountain Square	0	0	0	0	17	19	21	15	15	0	0
Andrew J. Brown Academy	70	60	60	58	45	27	0	0	0	0	0
Charles A. Tindley Accelerated School	0	0	0	0	0	39	49	42	22	0	0
Christel House Academy	49	47	49	39	16	17	0	0	0	0	0
Decatur Discovery Academy	0	0	0	0	0	0	0	31	22	0	0
Flanner House Elementary School	20	31	12	18	11	9	0	0	0	0	0
Indianapolis Lighthouse Charter School	36	32	26	32	0	0	0	0	0	0	0
Indianapolis Metropolitan Career Academy #1	0	0	0	0	0	0	0	16	43	0	0
Indianapolis Metropolitan Career Academy #2	0	0	0	0	0	0	0	16	33	0	0
KIPP Indianapolis College Preparatory	0	0	0	48	49	0	0	0	0	0	0
Southeast Neighborhood School of Excellence	29	17	20	0	0	0	0	0	0	0	0

# D

## NUMBER OF STUDENTS INCLUDED IN THE SUFFICIENT GAINS ANALYSIS, BY SCHOOL, SUBJECT, AND GRADE LEVEL

	GRADE LEVEL						
MATH	2	3	4	5	6	7	8
21st Century Charter School at Fall Creek	14	13	14	14	9	11	8
21st Century Charter School at Fountain Square	0	0	0	0	9	6	5
Andrew J. Brown Academy	59	57	56	51	33	19	0
Charles A. Tindley Accelerated School	0	0	0	0	0	21	23
Christel House Academy	44	34	35	25	13	7	0
Flanner House Elementary School	9	16	7	14	9	7	0
Indianapolis Lighthouse Charter School	27	13	18	24	0	0	0
KIPP Indianapolis College Preparatory	0	0	0	44	47	0	0
Southeast Neighborhood School of Excellence	49	12	12	0	0	0	0
READING							
21st Century Charter School at Fall Creek	12	17	16	19	15	12	14
21st Century Charter School at Fountain Square	0	0	0	0	11	7	6
Andrew J. Brown Academy	53	58	39	47	38	23	0
Charles A. Tindley Accelerated School	0	0	0	0	0	27	36
Christel House Academy	42	32	36	22	7	11	0
Flanner House Elementary School	13	14	6	10	6	4	0
Indianapolis Lighthouse Charter School	25	15	16	22	0	0	0
KIPP Indianapolis College Preparatory	0	0	0	43	46	0	0
Southeast Neighborhood School of Excellence	17	11	10	0	0	0	0
LANGUAGE							
21st Century Charter School at Fall Creek	13	13	16	15	17	12	13
21st Century Charter School at Fountain Square	0	0	0	0	8	9	11
Andrew J. Brown Academy	65	52	53	54	39	20	0
Charles A. Tindley Accelerated School	0	0	0	0	0	28	35
Christel House Academy	42	30	39	23	8	13	0
Flanner House Elementary School	9	17	5	7	8	6	0
Indianapolis Lighthouse Charter School	23	19	17	21	0	0	0
KIPP Indianapolis College Preparatory	0	0	0	48	49	0	0
Southeast Neighborhood School of Excellence	19	10	13	0	0	0	0